WRITING CONTENT		
6ᵗʰ Grade	**7ᵗʰ Grade**	**8ᵗʰ Grade**
WR-M-1.1.00 **Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by** • **Narrowing the topic to present an idea or theme** • **Choosing a perspective genuine to the writer** • **Analyzing and addressing the needs of the intended audience** • **Adhering to the characteristics of the form** • **Applying a suitable tone** • **Allowing voice to emerge when appropriate** **DOK 4**		
WR-06-1.1.01 *In Reflective Writing,* • *Students will evaluate personal progress toward meeting goals in literacy skills* • *Students will analyze needs of the intended audience* • *Students will apply a suitable tone or appropriate voice*	*WR-07-1.1.01* *In Reflective Writing,* • *Students will evaluate personal progress toward meeting goals in literacy skills* • *Students will analyze needs of the intended audience* • *Students will apply a suitable tone or appropriate voice*	*WR-08-1.1.01* *In Reflective Writing,* • *Students will evaluate personal progress toward meeting goals in literacy skills* • *Students will analyze needs of the intended audience* • *Students will apply a suitable tone or appropriate voice*
WR-06-1.1.02 *In Personal Expressive Writing,* • *Students will communicate the significance about a life experience of the writer by focusing on life events, relationships, or central ideas* • *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)* • *Students will create point of view* • *Students will apply a suitable tone or appropriate voice* *In Literary Writing,* • *Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the*	*WR-07-1.1.02* *In Personal Expressive Writing,* • *Students will communicate about the life experience of the writer by focusing on life events, relationships, or central ideas* • *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* *In Literary Writing,* • *Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the*	*WR-08-1.1.02* *In Personal Expressive Writing,* • *Students will communicate about the life experience of the writer by focusing on life events, relationships, or central ideas* • *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* *In Literary Writing,* • *Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the*

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ordinary	*ordinary*	*ordinary*
• *Students will apply characteristics of the selected form (e.g., short story, play/script, poem)* • *Students will create point of view* • *Students will apply a suitable tone or appropriate voice* • *Students will apply a fictional perspective in literary writing when appropriate*	• *Students will utilize characteristics of the selected form (e.g., short story, play/script, poem)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* • *Students will apply a fictional perspective in literary writing when appropriate*	• *Students will utilize characteristics of the selected form (e.g., short story, play/script, poem)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* • *Students will apply a fictional perspective in literary writing when appropriate*
WR-06-1.1.03 *In Transactive Writing,* • *Students will communicate a purpose through informing, persuading or analyzing* • *Students will develop an effective angle to achieve purpose* • *Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece* • *Students will apply characteristics of the selected form (e.g., letter, feature article, editorial)* • *Students will apply a suitable tone* • *Students will allow voice to emerge when appropriate*	*WR-07-1.1.03* *In Transactive Writing,* • *Students will convey a purpose through informing, persuading or analyzing* • *Students will develop an effective angle to achieve purpose* • *Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece* • *Students will utilize characteristics of the selected form (e.g., letter, feature article, editorial)* • *Students will sustain a suitable tone* • *Students will allow voice to emerge when appropriate*	*WR-08-1.1.03* *In Transactive Writing,* • *Students will convey a purpose through informing, persuading or analyzing* • *Students will develop an effective angle to achieve purpose* • *Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece* • *Students will utilize characteristics of the selected form (e.g., letter, feature article, editorial)* • *Students will sustain a suitable tone* • *Students will allow voice to emerge when appropriate*

WR-M-1.2.00
Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by
• **Developing logical, justified, and suitable explanations**
• **Developing relevant elaboration**
• **Explaining related connections or reflections**
• **Applying idea development strategies appropriate for the form**
DOK 4

WR-06-1.2.01 *In Reflective Writing,* • *Students will describe own literacy skills, strategies, or processes* • *Students will analyze own decisions* • *Students will evaluate own strengths and areas for growth* • *Students will support claims about self*	*WR-07-1.2.01* *In Reflective Writing,* • *Students will describe own literacy skills, strategies, or processes* • *Students will analyze own decisions* • *Students will evaluate own strengths and areas for growth* • *Students will support claims about self*	*WR-08-1.2.01* *In Reflective Writing,* • *Students will describe own literacy skills, strategies, or processes* • *Students will analyze own decisions* • *Students will evaluate own strengths and areas for growth* • *Students support claims about self*

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WR-M6-1.2.02	WR-M7-1.2.02	WR-M8-1.2.02
In Personal Expressive/Literary Writing,	*In Personal Expressive/Literary Writing,*	*In Personal Expressive/Literary Writing,*

• *Students will communicate theme/main idea through use of literary elements appropriate to the genre:*
  • *Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate*
  • *Students will develop plot/story line appropriate to the form*
  • *Students will develop an appropriate setting, mood, scene, image, feeling, or story line*
• *Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate*
• *Students will incorporate reflection or insight*
	• *Students will convey theme/main idea through use of literary elements appropriate to the genre:*
	  • *Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate*
	  • *Students will develop plot/story line appropriate to the form*
	  • *Students will create an appropriate setting, mood, scene, image, feeling, or story line*
	• *Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate*
	• *Students will incorporate reflection or insight*
		• *Students will convey theme/main idea through use of literary elements appropriate to the genre:*
		  • *Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate*
		  • *Students will develop plot/story line appropriate to the form*
		  • *Students will create an appropriate setting, mood, scene, image, feeling, or story line*
		• *Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate*
		• *Students will incorporate reflection or insight*

WR-06-1.2.03	WR-07-1.2.03	WR-08-1.2.03
In Transactive Writing,	*In Transactive Writing,*	*In Transactive Writing,*
• *Students will communicate relevant information to clarify and justify a specific purpose* • *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)* • *Students will develop explanations to support the writer's purpose* • *Students will apply research to support ideas with facts and opinions* • *Students will incorporate persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion) when appropriate*	• *Students will communicate relevant information to clarify and justify a specific purpose* • *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)* • *Students will develop explanations to support the writer's purpose* • *Students will apply research to support ideas with facts and opinions* • *Students will incorporate persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion) when appropriate*	• *Students will communicate relevant information to clarify and justify a specific purpose* • *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)* • *Students will develop explanations to support the writer's purpose* • *Students will apply research to support ideas with facts and opinions* • *Students incorporate persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion) when appropriate*

WRITING STRUCTURE

WR-M-2.1.00
Organization: Students will create unity and coherence to accomplish the focused purpose by
- **Engaging the audience**
- **Establishing a context for reading when appropriate**
- **Communicating ideas and support in a meaningful order**
- **Applying transitions and transitional elements to guide the reader through the piece**
- **Developing effective closure**

DOK 3

WR-06-2.1.01	WR-07-2.1.01	WR-08-2.1.01
In Reflective Writing, • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*	*In Reflective Writing,* • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*	*In Reflective Writing,* • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*
WR-06-2.1.02 *In Personal Expressive/Literary Writing,* • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphs effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*	WR-07-2.1.02 *In Personal Expressive/Literary Writing,* • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will employ organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphs effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*	WR-08-2.1.02 *In Personal Expressive/Literary Writing,* • *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will employ organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphs effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*

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WR-06-2.1.03	WR-07-2.1.03	WR-08-2.1.03
In Transactive Writing,	*In Transactive Writing,*	*In Transactive Writing,*
• *Students will establish a context for reading*	• *Students will establish a context for reading*	• *Students will establish a context for reading*
• *Students will apply the accepted format of the genre*	• *Students will apply the accepted format of the genre*	• *Students will apply the accepted format of the genre*
• *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose*	• *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose*	• *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose*
• *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details*	• *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details*	• *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details*
• *Students will apply paragraphing effectively*	• *Students will apply paragraphing effectively*	• *Students will apply paragraphing effectively*
• *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate*	• *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate*	• *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate*
• *Students will create conclusions effectively*	• *Students will create conclusions effectively*	• *Students will create conclusions effectively*

WR-M-2.2.00
Sentence Structure: Students will create effective sentences by
• **Applying a variety of structures and lengths**
• **Developing complete and correct sentences unless using unconventional structures for effect when appropriate**
DOK 3

WR-06-2.2.01	WR-07-2.2.01	WR-08-2.2.01
In Reflective Writing,	*In Reflective Writing,*	*In Reflective Writing,*
• *Students will develop sentences of various structures and lengths throughout the piece*	• *Students will develop sentences of various structures and lengths throughout the piece*	• *Students will develop sentences of various structures and lengths throughout the piece*
• *Students will develop complete sentences or apply unconventional structures when appropriate*	• *Students will develop complete sentences or apply unconventional structures when appropriate*	• *Students will develop complete sentences or apply unconventional structures when appropriate*
WR-06-2.2.02	WR-07-2.2.02	WR-08-2.2.02
In Personal Expressive/Literary Writing,	*In Personal Expressive/Literary Writing,*	*In Personal Expressive/Literary Writing,*
• *Students will develop sentences of various structures and lengths throughout the piece*	• *Students will develop sentences of various structures and lengths throughout the piece*	• *Students will develop sentences of various structures and lengths throughout the piece*
• *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate*	• *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate*	• *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate*

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• *Students will arrange poetic language in meaningful order* • *Students will apply poetic line breaks effectively*	• *Students will arrange poetic language in meaningful order* • *Students will apply poetic line breaks effectively*	• *Students will arrange language in meaningful order* • *Students will apply poetic line breaks effectively*
WR-06-2.2.03 *In Transactive Writing,* • *Students will develop complete, concise sentences or apply unconventional structures when appropriate*	*WR-07-2.2.03* *In Transactive Writing,* • *Students will develop complete, concise sentences or apply unconventional structures when appropriate*	*WR-08-2.2.03* *In Transactive Writing,* • *Students will develop complete, concise sentences or apply unconventional structures when appropriate*

WRITING CONVENTIONS

WR-M-3.1.00
Language: Students will exemplify effective language choices by
• **Applying correct grammar and usage**
• **Applying concise use of language**
• **Incorporating strong verbs, precise nouns, concrete details, and sensory details**
• **Applying language appropriate to the content, purpose, and audience**
DOK 2

WR-06-3.1.01 *In Reflective Writing,* • *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect* • *Students will apply language concisely* • *Students will incorporate language appropriate to the content, purpose, and audience*	*WR-07-3.1.01* *In Reflective Writing,* • *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect* • *Students will apply language concisely* • *Students will incorporate language appropriate to the content, purpose, and audience*	*WR-08-3.1.01* *In Reflective Writing,* • *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect* • *Students will apply language concisely* • *Students will incorporate language appropriate to the content, purpose, and audience*
WR-06-3.1.02 *In Personal Expressive/Literary Writing,* • *Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect* • *Students will incorporate language based on economy, precision, richness, or impact on the reader* • *Students will develop ideas through descriptive or figurative language*	*WR-07-3.1.02* *In Personal Expressive/Literary Writing,* • *Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect* • *Students will incorporate language based on economy, precision, richness, or impact on the reader* • *Students will develop ideas through descriptive or figurative language*	*WR-08-3.1.02* *In Personal Expressive/Literary Writing,* • *Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect* • *Students will incorporate language based on economy, precision, richness, or impact on the reader* • *Students will develop ideas through descriptive or figurative language*
WR-06-3.1.03 *In Transactive Writing,* • *Students will adhere to standard guidelines*	*WR-07-3.1.03* *In Transactive Writing,* • *Students will adhere to standard guidelines*	*WR-08-3.1.03* *In Transactive Writing,* • *Students will adhere to standard guidelines*

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for usage and grammar	*for usage and grammar*	*for usage and grammar*
• *Students will apply precise word choice*	• *Students will apply precise word choice*	• *Students will apply precise word choice*
• *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*	• *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*	• *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*

WR-M-3.2.00
Correctness: Students will communicate clearly by
- **Applying correct spelling**
- **Applying correct punctuation**
- **Applying correct capitalization**
- **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate**
- **Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)**

DOK 2

WRITING PROCESS

WR-MS-4.1.00 **Prewriting**	• Establishing a purpose and central/controlling idea or focus • Identify and analyze the audience • Generate ideas – mapping, webbing, note taking interviewing, researching, and other writing-to-learn activities • **Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information**
WR-MS-4.2.00 **Drafting**	• Write draft(s) for an intended audience • **Develop topic, elaborate, explore sentence variety and language use**
WR-MS-4.3.00 **Revising** **(Content/Ideas)**	• Reflect to determine where to add, delete, rearrange, define/redefine, or elaborate content by conferencing with self, teacher, peer(s) • Check for accuracy of content • Consider voice, tone, style, intended audience, coherence, transitions, pacing • Compare with rubric criteria and benchmark papers/models • Consider effectiveness of language usage and sentences to communicate ideas

WR-MS-4.4.00
Editing
(Conventions and Mechanics)
	• Check for correctness with self, teacher, or peer(s)
	    • Language usage
	    • Sentence structure
	    • Spelling
	    • Capitalization
	    • Punctuation
	    • Documentation of sources
	• Use resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks)
	• Read aloud

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WR-MS-4.5.00 Publishing	• Share final piece with intended audience

WR-MS-4.6.00
Reflecting
	• Reflect upon
	    • Goals as a writer
	    • Progress and growth as a writer
	    • Who or what has influenced progress and growth
	    • Approaches used when composing